

DOCUMENT RESUME

ED 241 889

CG 400 215

AUTHOR Lawrence, William W.
TITLE How to Develop a Better Guidance Program.
PUB DATE 83
NOTE 10p.; Paper presented at National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Guidance Objectives; *Guidance Programs; Needs Assessment; Personnel Selection; *Program Development; Program Evaluation; Program Implementation; Public Support; *School Guidance; Student Needs
IDENTIFIERS PF Project

ABSTRACT

Designed for school board members, superintendents, administrators, counselors, and teachers, the paper outlines steps toward the systematic development of a guidance program. Following a rationale and introduction, the paper recommends a specific process for program development: (1) the identification of student needs through formal needs assessment; (2) the generation of public support for the guidance program; (3) the determination of clear program objectives; (4) the determination of personnel and resources needed to accomplish stated goals; and (5) the implementation of the program. The final section emphasizes the importance of the evaluation stage as a vehicle for further program modifications. (LH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED241889

J.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

✓ Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

William W.
Lawrence

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) "

HOW TO DEVELOP A BETTER GUIDANCE PROGRAM

by

William W. Lawrence

Paper presented at the National School Boards Association Convention
(San Francisco, CA, April 23-26, 1983).

CG 400 215

How to Develop a Better Guidance Program

Introduction

Beginning in the 1960's, a strong call for developmental guidance emerged. This call has been increased in intensity throughout the 1970's and into the 1980's. The call for developmental guidance sought to reorient guidance from what had become an ancillary, crisis-oriented service to an habilitative as well as rehabilitative, proactive as well as reactive, preventive as well as remedial, skill additive, as well as problem reductive service.

Conditions fostering such changes are varied. It is a rare geographical area, if one exists, which is not influenced by turmoil and/or strife surrounding its economic climate, political beliefs, value structure, employment or underemployment rate, educational provisions and human interpersonal relationships or other emphasis. The impetus of social change throughout the country makes it paramount that there be better means to provide: for raising aspirations for a better quality of life; for greater occupational mobility; and for greater personal options. There is also growing recognition that human capital is a nation's greatest treasure and that children and youth are our greatest resources of the future.

As the emotional aspects of life in this country intensify under the influence of rapid change and as the educational and occupational structures of our society diversify, school systems throughout the country are turning to the implementation of guidance systems and counseling services to assist their populations in dealing with such problems. The formalization of guidance and counseling services in the school system is not to suggest that guidance and counseling do not continue in the homes, among peers and through other informal mechanisms. Family, peers and others do contribute a lot to these services, and the schools will continue to need such supportive services.

Rather, the point at issue here, is that the complexity of life is requiring forms and quantities of information and levels of knowledge and skills which are increasingly beyond the power and expertise of most families and other informal mechanisms to provide. Increasingly, our society is penalizing persons for not knowing about and using the kind of information and skills that are accessible through good guidance programs.

The characteristics of the school system and/or community in which guidance and counseling services are implemented have a great deal to do with the types of problems which are considered appropriate for counselors to deal with and they have much to do with techniques which are considered ethical and professionally responsible. To a large extent, it is safe to say that the kinds of ~~the~~ problems and concerns youth and adults bring to counselors are socially defined. Problems of personal choice, value orientation, achievements, needs, social interaction, self-concept, dating, prestige and the like, do not occur independently of the societal time and place which a given individual or groups of individuals occupy.

Just as the do's and don'ts which societies "permit" their citizens to participate in vary with geographical regions, so do the resources which these societies place at the disposal of their citizens for guidance purposes. Thus, both the content with which guidance programs deal and the organizational shape or the range of services they provide depends upon a complex set of political, philosophical, economic and social factors in any given school system.

For clarity in our discussion of the guidance program, guidance is defined as a series of services which are an integral and central part of the educational process. Counseling is a helping process and one of the guidance services.

Program Development

While the organizational shape and the range of services provided may differ in any given school system, the program development of guidance services should be a systematic process. The systematic process of program development focuses on identifying, prioritizing, and providing tools for satisfying the perceived needs and expectations of students and school.

In many educational circles, there is widespread belief that no single model program for guidance exists that can be superimposed on a specific school or school district with 100 percent successful results. This belief may be valid to some extent, yet, model guidance program development has an important service to provide to builders and implementors of such services. When program development utilizes the systematic process the conditions of a guidance program are such that comparison of services can be made, different delivery

and evaluation strategies can be applied, and evaluations of programs can be accepted in whole, in part, or rejected. Without program development, wherein a systematic process is used, providers and builders of guidance services will be left with few ideas as to what the completed program will or should deliver and what, where, and when needed changes should be made. **a**

The program development process to be shared with you at this time is designed for school board members establishing policies for guidance, superintendents and administrators who are implementing guidance programs and teachers and counselors who are more directly involved in achieving guidance program objectives.

Steps in the Process

1. Identification of guidance needs for school systems; for different school levels, and for individual schools.

In determining the direction of program development, it is important to focus on student needs, rather than solely on identified problems. Determination of student needs, utilizing appropriate needs assessment techniques, allows the guidance program to begin and proceed from an objective base. Needs identification is defined by Kaufman and English (1976) "A need is the gap between what is and what should be..... A needs assessment is a formal collection of gaps, the placing of gaps in priority order, and selecting the gaps of highest priority for action and resolution. It is a formal process."

School personnel typically use questionnaires, surveys, professional opinions, follow-up data, test results, and other information as available to strengthen the total assessment procedure.

2. Generation of support for program development.

It is felt that once a well designed needs assessment has been conducted and the results quantified in such a manner that the average citizen can understand or relate to them, the public will be more supportive for program development. Another way to generate support is to plan a comprehensive

guidance program that has as its goal the serving of all needed students. Yet another way to generate support is to establish leadership strategies and roles involving many segments of the community and school personnel. It is also helpful to organize a two-way communication strategy within the school community and have established criteria for evaluating new ideas, programs and materials.

3. Determination of program objectives.

Many people feel that guidance is an integral part of education, yet there is often ambivalent feelings about what is to be accomplished in guidance programs. Based upon results of the needs assessment discussed in step one and having a feel for the kind of support available as a result of step two, you are now in a position to set program objectives for your school system. Objectives should be stated in terms that describe the expected impact of guidance services on the school system and on the ultimate clientele. Your objectives for guidance services should be related to the generally accepted purposes and philosophies of education in your system. This means that there may be some variation in objectives from one period of time to another or possibly from one grade level to another at the same time.

In establishing objectives for your guidance program, by all means set objectives that your system is capable of accomplishing. This does not mean that the reach should not exceed the grasp. It does mean that steps must be taken to establish goals that are realistic.

The overall reason for stating clear objectives for your guidance program is to be able to show that guidance does have an impact on the kinds of things about which education in your system is most concerned.

4. Determination of personnel and resources for program development.

Faced with the challenge of meeting program objectives, so as to insure students needs are met, it is necessary to determine what personnel and resources are needed to accomplish such goals.

Role conflict and role overload are significant sources of stress in large

organizations. Therefore, the different expectations from personnel or the roles they are to play should be spelled out in relation to program development. School systems cannot expect to have a good guidance program even when they set clear objectives if they don't have appropriate personnel and other needed resources. 2

Formulating and implementing a good guidance program is a process of understanding, balancing and reconciling many different and divergent points of view. So when school boards develop policies for effective guidance it is important to define how personnel will be utilized and what resources are available for achieving guidance objectives. The climate of the school system influences the willingness of personnel staff to commit themselves fully to the tasks for which they are responsible. Structures such as policies, rules, regulations, procedures and budget, affect the quality of the school climate and in turn determines the capacity and inclination of personnel to produce.

The size of the school system influences, to some degree, how well defined and documented the policies are to be. The larger your system, the more likelihood that policies pertaining to guidance be written. As school systems grow, superintendents must delegate more responsibilities to its supervisory force (principals, directors, department heads) and clear policies help to guide these lower level administrators in handling additional responsibilities. Furthermore, as school systems increase in size, superintendents have less frequent face-to-face interaction with guidance personnel. Therefore, policies provide a means for superintendent and board to continue to communicate their intentions to school personnel and concerned citizens.

5. Implementation of the Guidance Program.

When a good job has been done in the first four steps, implementation of the guidance program is just a matter of execution. There should be common agreement among Board and school personnel that the guidance program is a specialized service to (1) pupils, (2) teachers, (3) administrators, (4) parents and (5) the community. This specialized service is to be looked upon as the ends rather than the means. The means will be determined by overall policies, circumstances, creativeness of personnel and situational factors.

6. Evaluation of Guidance Programs

The true value of any guidance program can be revealed only through an effective program of evaluation. An effective evaluation program emphasizes that any judgement is not usually one single conclusion, but, rather a series of judgements that are dependent on the clarity and specificity of the objective, given within a specific time and space situation. Effective evaluation is on-going, providing continuous feedback during all steps of the process.

Results from the evaluation program are to be used to provide data to make decisions about the structure and impact of the program on students, staff and the community.

An effective evaluation program requires careful planning and full cooperation of all persons responsible for collecting or providing needed feedback information.

The purpose and details of the evaluation plan should be communicated to all persons who will be involved in the evaluation process. The threat of evaluation and the added burden of another task can be eased by a full explanation and discussion of all details for implementation before assignments are received by administrators, teachers and other service personnel. It is a good practice to have evaluation instruments and evaluation instructions prepared or at least identified prior to implementing the program.

The reports of evaluation results should be made available to those persons who have an interest in the basic evaluation questions asked in the evaluation plan. Such persons may include board, superintendent, principals, the lay public, parents, district research personnel, program directors, teachers, counselors, and funding agencies such as the Chamber of Commerce or Merchants' Association.

When reporting evaluations, the variance in the interests and level of research, understanding of these different groups dictates that preparations of separate reports be made for the appropriateness of the group.

Modify Guidance Program As Evaluations Suggest

Now that you have systematically designed your guidance program and implemented it through the evaluation stage, you are in position to make decisions concerning what effects the program has or has not made and what improvements

and/or changes need to be made.

Evaluation information may suggest that changes need to be made in staff or staff development. Changes may need to be made in reference to program structure, goals, and objectives, or implementation procedures. Finally, you may need to make some different administrative decisions regarding the program. **4**

Board members and others must constantly remind themselves that changes sometimes come slow and that even when changes occur, frequently it is difficult to contribute such changes to a single or isolated variable.

References

- Ballast, Daniel and Shoemaker, Ronald. Guidance Program Development, 1978 Charles Thomas Publisher. Springfield, Illinois.
- Gysbers, Norman and Moore, Earl. Improving Guidance Programs. 1981 Prentice-Hall, Inc. New Jersey.
- Hamner, Clay and Organ, Dennis. Organizational Behavior: An Applied Psychological Approach. 1978 Business Publications, Inc. Dallas, Texas.
- Hollis, Joseph. Pupil Personnel: Staff and Program Development. 1978, Accelerated Development, Inc. Muncie, Indiana.
- Kaufman, R.A. and English, F.W. A Guide to Improve School District Management. 1976. American Association of School Administrators, Arlington, Virginia.
- Klingner, Donald. Public Personnel Management: Contexts and Strategies. 1980. Prentice-Hall, Inc. New Jersey.
- Morcensen, Donald and Schmuller, Alan. Guidance in Today's School. 1976. John Wiley and Sons, Inc. New York.
- Weiner, Myron. Human Services Management. 1982. The Dorsey Press, Homewood, Illinois.